

Proposed Childcare Licensing Regulations



District of Columbia Office of the State Superintendent of Education
Division of Early Learning
September 2014

Division of Early Learning

Vision: To offer developmentally and culturally appropriate early learning opportunities for all of the District's youngest learners so each child enters kindergarten with a solid foundation for success in school and life.

Goals:

- Provide high-quality, safe, and healthy early care and education opportunities for all children.
- Partner with and inform parents, families and communities about early learning.
- Support early learning professionals with professional development and technical assistance.
- Promote excellence and hold the system accountable for results.

Purpose of Proposal

The Division of Early Learning (DEL) proposes to revise the current licensing regulations located in DCMR Title 29 Chapter 3:

- Move to DCMR Title 5A Chapter 1
- Align regulations with the District's priority to focus on early childhood education and school readiness
- Address areas that need improvement based on data collected or national standards

Purpose of Proposal

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Revisions reflect statutory requirements and clarification that OSSE is now the lead agency regulating child development facilities.

Align with current legislation

- Pre-K Act
- Graham's recent legislation
- Healthy Tots Act

Strengthen the quality of child care programs in the District of Columbia



Intended Outcome

- Increase compliance and lower incidents of complaints and unusual incidents
- Increase the quality of facilities and programs caring for children
- Align regulations with Head Start and Caring for Children 3rd Edition (CFOC3) standards
- Increase teacher qualifications
- Increased capacity of Expanded Homes to add slots for children under the age of two
- Increase provider participation in CACFP program

Early Learning Provider Snapshot

Ward	# Licensed Sites	Centers	Homes
1	34	29	5
2	60	59	1
3	37	34	3
4	84	54	30
5	65	45	20
6	49	39	10
7	76	45	31
8	77	48	29
TOTAL	482	353	129

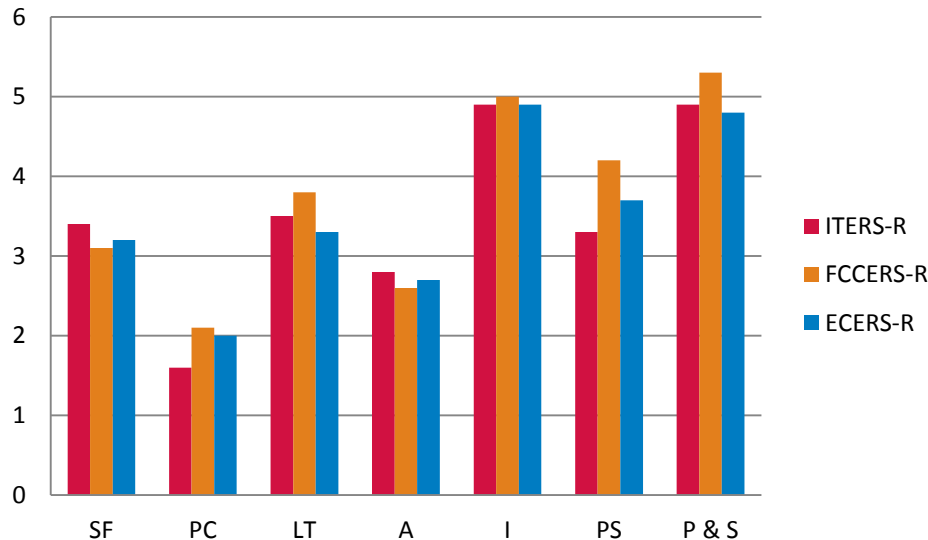
As of September 17, 2014

Status of Early Childhood Education

- During SY 14, OSSE contracted Howard University Center for Urban Progress to conduct random sampling evaluations of licensed subsidized center and home based childcare programs.
- The purpose of the evaluation was to determine the current state of quality in the District's early childhood programs.
- The evaluation tools used were ITERS-R, ECERS-R, and FCCERS-R.
 - ITERS-R assesses center-based programs for infants and toddlers up to thirty (30) months.
 - ECCERS-R assesses group programs for preschool and kindergarten-aged children (2-5 years old).
 - FCCERS- assesses family childcare programs conducted in provider homes.

Status of Early Childhood Education

Average Environmental Rating Scale for CBOs



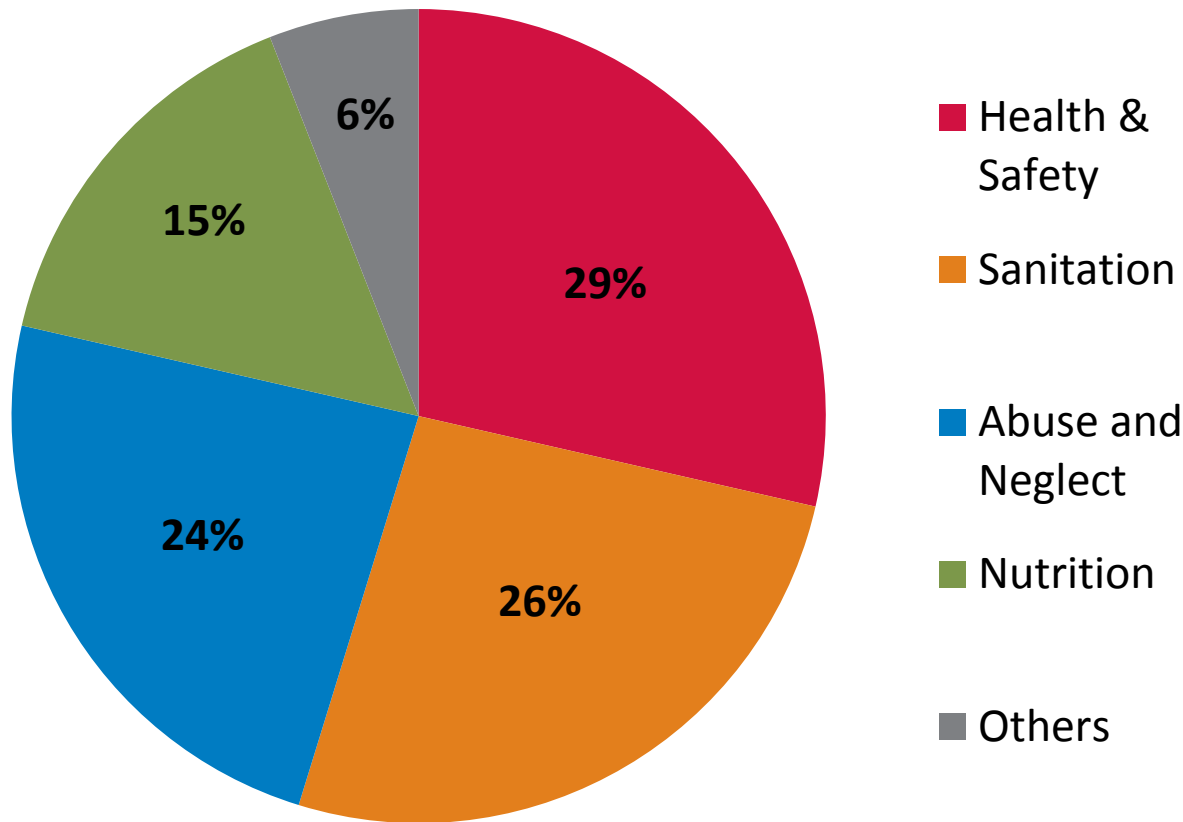
SCORES: Scores for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

Key: SF=Space and Furnishings, PC=Personal Care Routines, LT=Listening and Talking, A=Activities, I= Interaction, PS= Program Structure, P&S=Parents and Staff

- The FCCERS-R, ECERS-R and ITERS-R total average score was 3.5 which indicates “minimal quality care” or “custodial care with some small degree of basic developmental care.”
- The areas of Interaction and Parent and Staff revealed “good quality” care; however the areas of Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, and Program Structure were “inadequate” to “minimal” quality.
- Language has been added to the regulations to strengthen the requirements for high these domains.

Status of Early Childhood Education

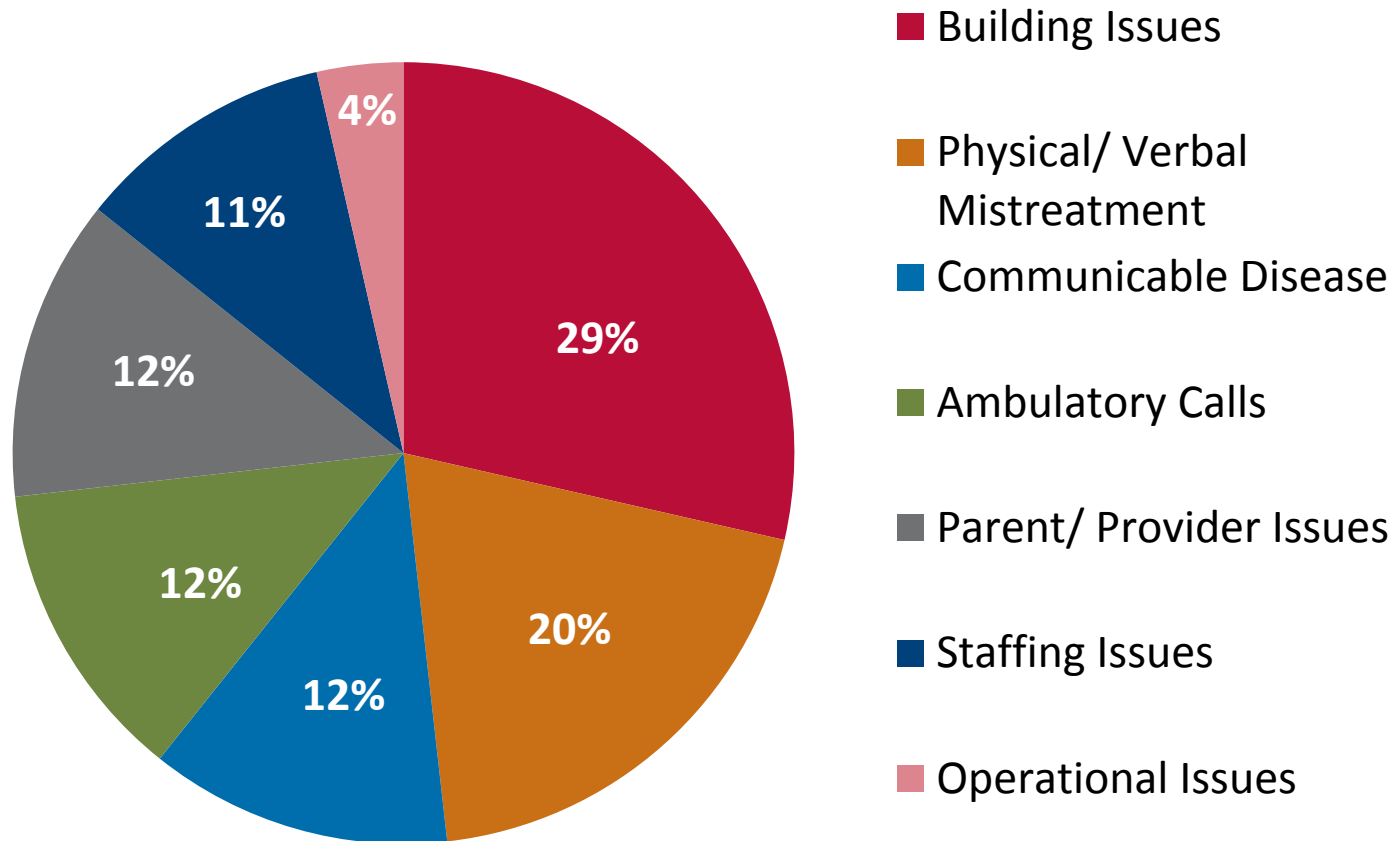
Child Development Facility Complaints
October 2013-June 2014



Status of Early Childhood Education

Child Development Facility Unusual Incident Reports

Oct. 2013-June 2014



Major Changes

- Replaced “provisional” license with conditional license
- Multi-year licensing option
- Prohibit Facilities with revoked licenses from reapplying for three years
- Aligned active play and nutrition with Healthy Tots Act
- Facilities install and maintain carbon monoxide detectors
- Late fees increased if license renewal application not filed within timelines
- No variance clause
- Changed credentialing qualifications
- Prohibiting individuals under the age of 18 with a criminal history of volunteering in a childcare facility
- Added Sections:
 - Physical Demands and Work Environment Requirements
 - Prohibited Forms of Discipline
- Increased professional development hours
- Aligned toddler and preschool age definitions with subsidy payment definitions
- Strengthened requirements regarding health & sanitation
- Prohibit peanuts in Child Development Facilities where an enrolled child has a peanut allergy

Development, Communication and Implementation Timeline

Development Stage (August 2014 to November 2014)

- Review current licensing regulation, compliance and program quality evaluation data
- Research national models to assess need for revisions of existing licensing standards/ regulation
- Convene workgroup to review revisions and provide input
- Obtain feedback from EOM, stakeholders and make modifications as necessary
- Post for public comment

Communication Stage (November 2014 to December 2014)

- Share final licensing regulation to stakeholders
- Develop press release sharing revised licensing regulation with community
- Post supporting documents such as FAQ's, the revised licensing regulations on OSSE and Learn DC websites

Implementation Stage (Starting January 2015)

- Provide various PD on the changed regulations for providers
- Develop a monitoring tool that is aligned with the revised licensing regulation
- Implement the monitoring tool and provide continuous PD and TA as needed

Q & A